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YIN CH'U MA. *The finances of New York City*. Columbia university studies in history, economics and public law, vol. LXI, no. 2. (New York: Longmans. 1914. Pp. 312. \$2.50.)

Contains a detailed description of the existing financial system of New York City and of the reforms recently proposed and accomplished, taking up the budget, taxation, debt, and financial control, in the order named. While its discussion of some questions (*e.g.*, the franchise tax) is not entirely clear and the book can hardly be said to be easy reading, it brings together a great amount of useful information, concerning the effort to improve the administration of New York City finances, not elsewhere obtainable in compact form.

H. B. G.

*Addresses and proceedings of the fifth state conference on taxation, at Albany, N. Y., 1915.* (Albany: State Tax Dept. 1915. Pp. 466.)

*Proceedings of the ninth annual conference of the National Tax Association, held at San Francisco, Aug. 10-18, 1915.* (New York: Nat. Tax Assoc. 1915. Pp. 514.)

*Standard manual of the income tax.* Revised edition. (New York: Standard Statistics Co. 1916. Pp. 332. \$2.)

### Population and Migration

#### NEW BOOKS

BERNE, P. *L'immigration européenne en Argentine.* (Paris: Rivière. 1916. 5 fr.)

CARR, J. F. *Guide to the United States for the Jewish immigrant; a nearly literal translation of the second Yiddish edition.* Third edition. (New York: Immigration Publication Society. Pp. 64. 50c.)

CRAWFORD, R. *The immigrant in St. Louis. A survey.* Studies in social economics, vol. I, no. 2. (St. Louis: School of Social Economy. 1916. Pp. 108. 50c.)

To be reviewed.

FINLEY, J. *The French in the heart of America.* (New York: Scribner's. 1915. Pp. 431.)

*Forty-fourth annual report of the Local Government Board, 1914-1915. Supplement containing a report on maternal mortality in connection with child-bearing and its relation to infant mortality.* (London. 1916. 7s. 6d.)

*The Jews in the eastern war zone.* (New York: American Jewish Committee. 1916. Pp. 120.)

### Social Problems and Reforms

*Means and Methods of Agricultural Education.* By ALBERT H. LEAKE. Hart, Schaffner & Marx Prize Essays, XXI. (Boston: Houghton Mifflin Company. 1915. Pp. xxiii, 273. \$2.00.)

The author, being inspector of manual training and household science in Ontario, Canada, presents the subject-matter from the point of view of a well-balanced judgment of educational values. The book is largely descriptive in character, embracing the best means and methods of agricultural education in the United States and Canada, and briefly in Denmark.

Now that city and country life are becoming more and more interdependent, agricultural education is seen to be a matter that concerns the urban as well as the rural population. The scope of this kind of education is very broad. It includes not only such regular institutions as the agricultural college and the elementary and high schools of the country districts, but also the grange, farmers' clubs, "moonlight schools," boys' and girls' clubs, the Department of Agriculture, farmers' institutes and other extension agencies. Just why the rural press or even the rural church and the county Y. M. C. A. should be disregarded in this comprehensive treatment of rural educational agencies does not appear. The author points out such well-known defects of country schools as poor buildings, faulty curricula, slight preparation of teachers, short tenure, insufficient pay, and scanty supervision. He calls attention to the need for more male teachers, the benefits of demonstration or model schools, the desirability of making the county the proper administrative unit, and the necessity of adapting the country school to the needs of the community. Iowa is cited as furnishing examples of "the best that had been done in the correlation of the work of the one-teacher rural school with farm life and agricultural occupations."

A good presentation is made of consolidated rural schools, and of secondary schools of agriculture. The best examples of the various types are well chosen, the defects in the way are clearly recognized, and no extravagant benefits claimed. The author's treatment of the purposes and achievements of the land grant colleges is also very satisfying. He frankly faces the arraignment of these institutions by the Carnegie Foundation for the Advancement of Teaching. The charges that these institutions are an imitation of the old arts colleges and schools of technology, that in them engineering has become a dominant factor, that no other colleges are so successful in taking the boy from the farm and sending him somewhere else, and that in their desire to impress legislatures with the importance of numbers they have lowered their standards and depleted the high schools—all of these

charges are taken up separately, and by a recital of facts are given as effective an answer as it is probably possible to make.

It is when the author deals with the various forms of extension service that he shows the keenest appreciation of his subject. This form of teaching he says "has been looked upon in too many cases as a means of exploiting the college and in some cases of advertising individual professors." This, however, is simply a danger accompanying a remarkably popular type of education. One of the most far-reaching efforts to carry definite agricultural instruction to the farmers is the location of an expert permanently in the county. In the province of Ontario, for example, there are more than thirty of these men with as many assistants permanently located in as many counties. The Smith-Lever bill passed by Congress in 1914 may be expected to give a great impetus to this kind of extension work in the United States. The most urgent need in this field at present is for organization and systematization of extension methods. The author shows insight by including the coöperative movement among farmers as an important educational influence. His illustrations in this field are entirely from Denmark. It is a movement in which "the individualism of the farmers seems to have been swallowed up in highly developed community spirit."

The style of the book is clear, the analyses are reasonably complete, and the judgments free from all suspicion of being "half-baked." As a concise yet comprehensive account of the best practices in agricultural education, the book has an honorable place in the rapidly increasing literature on this subject.

E. K. EYERLY.

#### NEW BOOKS

ALLEN, F. J. *Business employments*. (Boston: Ginn. 1916. Pp. xi, 218. \$1.)

AYRES, L. P. *Child accounting in the public schools*. (Cleveland, O.: Survey Committee of the Cleveland Foundation. 1915. Pp. 68. 25c.)

AYRES, L. P. and M. *Health work in the public schools*. (Cleveland, O.: Survey Committee of the Cleveland Foundation. 1915. Pp. 59. 25c.)

BOURNE, R. S. *The Gary schools*. (Boston: Houghton Mifflin. 1916. \$1.15.)

BRAILSFORD, H. N. *The war of steel and gold. A study of armed peace*. Third edition. (New York: Macmillan; London: Bell. 1915. Pp. 340. 80c.)